

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### St Johns Middle School

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

St Johns Unified District  
555 W. 7th S, St Johns, AZ 85936  
Mailing Address: P.O. Box 3060, St Johns, AZ 85283-3060

Principal: Mr. James Bingham

Schedule: 7:45 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: [jbingham@mail.sjUSD.k12.az.us](mailto:jbingham@mail.sjUSD.k12.az.us)

Grades: 4-8

2002 Enrollment: 391

Phone: (928) 337-2132 x 1201

Fax: (928) 337-3147

## ▼ School Overview ▼

### Mission

Education should develop habits, attitudes, understanding and skills necessary for a productive, satisfying life in our society. Each student should be taught to understand the duties and privileges of responsible citizenship. The input and support of the citizens of the community, and the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms (Grades 4-6)
- w Departmentalized Classrooms (Grades 7-8)
- w Specialists--Computer/Music/PE/Pre-Voc

### Instructional Programs

- w ESL
- w On-site Special Education
- w Gifted
- w Literature-based Reading Program (4-8)
- w Computer Literacy Program (4-8)
- w General Music (4-8)
- w Physical Education (4-8)
- w Character/Drug Education (4-8)

### School/Academic Goals

- w Students will achieve the math standards as stated by the Arizona Department of Education for their current grades.
- w Students will achieve the writing standard as stated by the Arizona Department of Education for their current grades.
- w Students will have computer keyboarding and word-processing skills.
- w Students will achieve the reading standard as stated by the Arizona Department of Education for their current grades.

### Enrollment

October 1, 2001 School Year Student Enrollment:	364
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	38

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 2 Teacher(s)  
 2 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Student Discipline  
 w Personnel Decisions  
 w School Safety Issues  
 w Parent/Educator Relations  
 w Extracurricular Activities  
 w Textbook Selection

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	3.00	Teacher Aide	8.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	3	1	0	0
10 or more years	6	5	0	0

## ▽ Shared Responsibilities ▽

### School

A safe environment will be provided all students. All students will have equal educational opportunities to achieve their individual potential. Each student is unique. We have something to offer every student. Successful education depends on parental commitment to education. Strong lines of communication will exist between the school and home.

### Parents

Parents will provide for the physical and emotional needs of their children to be fulfilled so they arrive at school ready to learn. Parents will support their children's efforts by supporting the school in matters of discipline, attendance and homework.

## ▽ Transportation Policy ▽

SJUSD busing policy authorizes the administration to provide regular bus transportation to students enrolled in the school district. Transportation is provided from designated bus stops located within the district boundaries. A special handicapped bus is provided for students with special needs. The transportation includes eight buses which make regular route trips both morning and afternoon in three directions to the school boundaries.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	7/22/02
<b>Average Daily Instruction Time:</b>	6 hrs. 25 min.	<b>Last Day of School:</b>	5/29/03
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

10/23/02	12/20/02	3/14/03	5/29/03
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## Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Lab/Music Room	W Library
W Gym/Fields/Equipment for Athletics	W Parent Resource Center

### Extracurricular Activities

W MathCounts	W Choir/Band/Orchestra
W Football/Wrestling	W Basketball/Volleyball
W Library/Media Center	W Chess Club/Photography
W Track	W Softball

### School/Community Resources

W Breakfast Program	W Lunch Program
W Counseling Services/Crisis Intervention	W Parent/Teacher Organization
W DES Services	W Health Services
W Resource Officer/DARE Program	W Community Classes/Recreation Activities

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Our school curriculum for language arts and math has been written to meet the Arizona Academic Standards in these areas.</p> | <p>W Student achievement is recorded in students' portfolios and scored as to performance tasks designed to fulfill the Arizona Academic Standards.</p> |
|---|---|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	97.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
#2+ Rating SJMS Orchestra	2001
#2+ Rating SJMS Band	2001
#2 Rating SJMS Choir	2001
1st in Girls Basketball White Mt. League	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	61	502	23%	26%	38%	13%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	504	24%	25%	36%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	61	486	11%	49%	10%	30%
	State	61760	494	14%	40%	12%	34%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 8

Reading	School	51	521	8%	16%	55%	22%
	State	57484	504	24%	20%	40%	16%
Writing	School	52	508	4%	40%	54%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	50	477	20%	50%	20%	10%
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
4	Reading	96	57	53	100	60	54	90	62	54	83	64	55	78	56	55
	Language	97	48	47	100	48	49	90	53	48	86	53	50	78	51	50
	Mathematics	100	58	51	100	64	54	91	57	55	92	67	57	76	64	58
5	Reading	99	53	51	100	58	51	88	52	51	86	53	51	85	55	53
	Language	97	46	42	100	40	44	88	46	45	91	46	45	87	50	47
	Mathematics	99	58	51	100	44	54	91	52	55	91	48	57	88	54	59
6	Reading	100	57	53	100	52	54	99	63	53	86	54	54	87	54	56
	Language	96	45	41	100	43	44	96	48	44	81	49	45	88	46	47
	Mathematics	98	62	57	100	58	59	98	61	60	84	53	63	89	55	65
7	Reading	97	59	52	100	62	53	100	56	52	90	64	53	83	56	55
	Language	97	59	52	100	61	54	100	63	54	91	64	55	83	52	58
	Mathematics	97	68	53	100	68	55	100	60	56	94	65	58	83	65	60
8	Reading	85	62	54	100	58	54	88	62	53	87	67	55	80	63	56
	Language	85	58	46	100	53	49	88	72	49	86	59	50	80	64	52
	Mathematics	85	65	52	100	64	54	93	68	56	86	70	58	80	60	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 3-4</b>	<b>56</b>	<b>48</b>
<b>Grades 4-5</b>	<b>52</b>	<b>48</b>
<b>Grades 5-6</b>	<b>71</b>	<b>67</b>
<b>Grades 6-7</b>	<b>65</b>	<b>83</b>
<b>Grades 7-8</b>	<b>75</b>	<b>59</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Discipline Policy requires strong penalties (suspension/expulsion) for serious infractions. Pupils who are suspended are required to attend a Discipline Committee meeting with their parents to be readmitted. We share two Resource Officers with the high school. They are always available to help supervise students/get involved in situations as needed. We have worked to establish and maintain the attitude that attending our school is a privilege and expect pupils to be on their best behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,650	\$918,822
Classroom Supplies	\$35	\$12,203
Administration	\$653	\$226,396
Support Services-Students	\$381	\$132,236
Other Support Services and Operations	\$984	\$341,204
Total Expenditures- All Categories 2000-2001	\$4,703	\$1,630,861

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	James L. Bingham	(928) 337-2132	1201
<b>Transportation Policy</b>	Jim Morris	(928) 337-2508	1016
<b>Community Resources</b>	Nestor Montoya	(928) 337-2174	1207
<b>School Nutrition Programs</b>	Kay Hauser	(928) 337-3397	2236
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Marcia Eisley	(928) 337-2132	1203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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